

Career & Technical Education Internship

A quality internship program assists students in their transition from school-to-career regardless of whether their career begins immediately upon high school graduation or requires them to complete postsecondary education and/or training. Internship is a work-based learning course designed to teach the employability skills needed to succeed in a high-performance work organization, as defined by the SCANS commission. Internships rely on well-defined partnerships between high schools and the business community. Its focus is to teach students transferable skills necessary to succeed in the ever changing workplace through teamwork, problem-solving, communication, self-management, and career readiness. The purpose of the program is to help students successfully transition from a high school environment to the environment of their chosen career field. Students will enhance basic soft skills, workplace skills, interpersonal skills, communication skills, and leadership skills while becoming career-ready. One year of Internship can be used as an elective to complete a program of study.

Internship is a course designed to serve 11th- and 12th-grade students who are in good academic standing and have completed at least two courses in their chosen career focus area as a concentrator and are enrolled in their third unit within a. The entire course, which includes both classroom and work-site instruction, helps students successfully transition from school to work.

Interns receive guided classroom and guided work-site instruction that is competency-based and incorporates academics and applied learning activities. Each classroom and work-site competency an intern successfully completes is documented and placed in a portfolio. The intern receives the portfolio upon completion of the internship course.

Classroom Instruction

The classroom portion of the internship course focuses on teaching students the basic skills required by all employers. Interns are individually assessed, and weak areas are addressed while strong areas are reinforced.

- Basic skills in applied reading, writing, mathematics, listening, observation, speaking, and locating information.
- Interpersonal skills in self-management, creative thinking, critical thinking, decision-making and problem solving.
- Workplace skills in business etiquette, communication, work habits, work effectiveness, leadership, and business writing
- Employability skills in job search and job application

Work-site instruction – Individual work sites must be approved by the internship coordinator. Written agreements shall be established between the school and the work site that outlines appropriate course delivery prior to student placement. Work-site instruction is guided by the employer and directly relates to the student's identified career focus. Compensation is negotiated for each intern and based on fair labor standards. Non-paid internships are allowed but must be approved by program management staff.

Internship Instructor/coordinator Qualifications

Teacher Qualifications for Internship (Endorsement Code 412 Career Preparation)

Education – The Internship instructor shall maintain a valid 7-12 teaching license.

Endorsement – The Internship instructor shall complete the mentorship training program prior to teaching Internship a second year:

Submit a resume documenting a minimum of 2000 hours of paid work experience other than teaching.

Complete a mentorship training program designed and approved by ACE under an approved model trainer during the first semester of teaching Internship.

Attend the Career Guidance New Teacher Endorsement Workshop provided by ACE.

DESIGN PRINCIPLES:

1. Includes a business partnership committee that connects program to:
 - a. Local employers representing each career major
 - b. Organized labor when appropriate
 - c. Government, secondary education and non-profit organizations
 - d. Representatives from post-secondary education/training
 - e. Instructors from each career major area.
2. Creates a system that is industry linked-where employers and their representatives
 - a. establish occupational skill standards,
 - b. collaborate on curriculum using VTECS checklist,
 - c. provide paid work experience (non-paid may be incorporated when paid work experience would prohibit participation).
 - d. provide workplace mentors/instructors, and
 - e. certify competency level of intern using check list based on VTECS information and information from employer.
3. Provides students *with curriculum and on-the-job experiences that are competency-based* and that focus on teaching “all aspects” of a broad industry cluster rather than the mastery of a narrow set of occupational skills.
4. Fosters articulation of programs between high schools and post-secondary, credit-granting institutions and apprenticeship programs.
5. Demonstrates structured integration between the workplace and the classroom and between academic learning and vocational/technical training.
6. Includes an adequate, effective support system for participants during enrollment.
7. Includes support for the chosen vocational student organization of individual students.
8. Includes follow-up for all program completers that effectively monitors their post-high school graduation progress, identifies their needs, and provides them with job placement assistance to assure that they advance toward their identified career goals.

ESSENTIAL ELEMENTS:

1. Internships shall be coordinated at the local level by at least one **full** or **part-time** coordinator who:
 - a. A Certified Teacher;
 - b. is Endorsed;
 - c. is Employed on a contract with the school district for a minimum of 220 days.

Full-time is defined as an instructor who is responsible for coordinating the program and for the classroom instruction, placement and follow-up of 40 interns or more annually. A full-time coordinator shall not provide additional classroom instruction beyond that required for Internship program participants.

Part-time is defined as an instructor who coordinates the program and is responsible for the classroom instruction, placement and follow-up of a proportional number of interns annually. A part-time coordinator may teach one or more additional classes depending on the number of Internship program participants.

Class load responsibility of the Internship Coordinators shall be determined by the following:

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| 1-8 | = 25% responsible – (One period allocated to the Internship program.) |
| 9-16 | = 50% responsible – (Two periods allocated to the Internship program.) |
| 17-32 | = 75% responsible – (Three periods allocated to the Internship program.) |
| 33-40 | = 100% responsible – (Four periods allocated to the Internship program.) |

NO Internship Coordinator shall be responsible for more than two preps in addition to their Internship program responsibilities.

NO Internship coordinator shall be responsible for more than 48 enrolled interns annually.

Internship Coordinators employed by Area vocational Centers may provide program services to qualified students enrolled in schools located within the Center's service delivery area in addition to those enrolled in a program of study at the Area Vocational Center. However, in these cases, a coordination agreement must be established between the Vocational Center and each educational institution involved.

Internship Coordinator Job Duties & Responsibilities:

- Works closely with career major teachers and counselors to identify and recruit students to the Internship program;
- Understands requirements of all career majors available within identified scope of program;
- Works closely with instructors to identify and develop an appropriate internship experience for individual interns;
- Conducts awareness seminars and public presentations to organizations and at events where perspective employers may be reached with program information;
- Conducts one-on-one presentations to perspective employers;
- Establishes local business partnership committee;
- Works closely with employers to develop an appropriate internship experience for individual interns using VTECS software;
- Provides interns with classroom instruction in curriculum that reinforces basic job skills and follows Internship program frameworks.
- Supports the activities of the individual intern's chosen vocational student organization.
- Develops employment contracts between school and interns based on program guidelines.

- Provides interns with job placements that reflect their individual career major goals.
 - Provides follow-ups with students & employers to ensure that student is progressing in work-based learning experience as outlined in plan;
 - Conducts (witnessed) individual career counseling sessions as needed to ensure that intern's progress continues at expected rate as outlined in his/her individual plan.
 - Conducts follow-ups with graduates for the purpose of identifying progress on a 3, 9 and 12 month schedule as defined in program guidelines.
 - Completes and files appropriate documentation with local school district and state department as required and on-time as defined in program guidelines.
2. Students shall apply for acceptance to the Internship program. Minimum guidelines for acceptance include:
 - a. An identified career major on file;
 - b. Enrolled in 3rd unit of the identified career major;
 - c. Academic standing of at least a 2.0 on a 4.0 scale (Some exceptions may be made but should not take precedence over the basic program guidelines);
 - d. Acceptable attendance record as determined by the school administration;
 - e. Written recommendations from a counselor, a teacher in the student's career major area, an academic teacher, and two personal references from non-relatives.
 - f. Membership in a vocational student organization that reflects the intern's career goals and enhances the intern's ability to excel in his/her chosen career focus/major area. Exceptions will be made for students with academic career majors when related club(s) is not available. However, these students will be expected to hold membership in a school-sponsored club that provides leadership training.
 3. School and workplace learning shall be coordinated and integrated.
 4. Employers shall provide paid work experience and guided worksite learning *that directly relates to the student's identified career major (program of study). Although non-paid experiences may be necessary they must also directly relate to the student's identified career major.*
 5. Instruction provided to interns by vocational and academic instructors shall integrate academic and vocational learning and conform to the course framework.
 6. The individual career plans of interns shall demonstrate articulated high school and post-secondary learning.
 7. A student's maximum length of enrollment in the Internship program shall be two years.
 8. Interns may receive 1 unit of credit for completing a minimum of 180 hours of internship and 19 hours of Coordinator contact.
 9. Interns shall be limited to 4 credits for completing at least 720 hours of internship credit and 72 hours of Coordinator contact within a consecutive two-year period.
 10. Interns shall be dismissed from the program for breach of contract.
 11. The transcripts of interns shall list the internship credit achieved.
 12. Upon graduation, interns shall receive a portfolio containing competencies achieved.

CLASSROOM CURRICULUM

The curriculum used to teach the classroom portion of the Internship program shall follow the course framework and focus on basic skills required by all employers. It shall be competency based and incorporate both academic and applied learning activities. The classroom shall be treated as the bridge between the school and the work site. Interns shall receive documentation for demonstrating that they have successfully completed each competency.

The Internship program's classroom instruction shall be determined at the local level and shall not be less than two-hours each week. The Internship program coordinator shall work closely with each intern's counselor as well as his/her academic and vocational instructors and employer. Many of the program's competencies may be completed in either an academic or vocational class or through observations of on-the-job performance and feed-back from employers. The Internship program classroom instruction shall reinforce curriculum taught in these settings and provide additional instruction in competencies not supported in other areas of study. Each intern shall be individually assessed and weak areas shall be addressed.

In addition to the work-site, career specific competencies, Interns are expected to:

- Demonstrate basic computer operation skills.
- Demonstrate an ability to send, receive, and organize e-mail messages.
- Demonstrate an ability to search for information on the Internet.
- Identify a desired life style and relate it to their chosen career area.
- Develop a path for selected occupation.
- Select an immediate job goal.
- Describe the conditions and specification of the job goal
- Construct a resume.
- Conduct a job search.
- Develop a letter of application.
- Use the telephone to arrange an interview.
- Complete application forms.
- Complete employment tests.
- Complete a job interview.
- Demonstrate appropriate appearance.
- Understand what employers expect of employees.
- Identify problems of new employees.
- Demonstrate time management.
- Demonstrate ability to follow directions.
- Practice effective human relations.
- Appropriately resign from a job.
- Comprehend verbal communications
- Comprehend written communications.
- Communicate in writing.
- Communicate verbally.
- Perform mathematical calculations.
- Demonstrate team membership.
- Demonstrate team leadership.
- Deliver presentations to a group.
- Compete successfully with peers.
- Demonstrate commitment to an organization.
- Understand types of maturity.
- Identify a self-value system and how it affects life.
- Base decisions on values and goals.

- Identify process of decision-making.
- Demonstrate ability to assume responsibility for actions and decisions.
- Demonstrate a positive attitude.
- Develop a healthy self-concept for home, school and work.
- Demonstrate an ability to self-evaluate and develop a continuous improvement (career development) plan.
- Evaluate a career plan to determine appropriate post-secondary educational options.
- Identify how best to achieve marketable occupation skills for an entry-level job.
- Conduct a job analysis.
- Apply critical thinking skills.
- Demonstrate how to use group dynamics techniques.
- Explain the roles and function of a value added organization.
- Understand the essential elements of high performing work teams.
- Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations.
- Demonstrate techniques for building commitment by others.
- Demonstrate an openness to change.
- Provide constructive feedback.
- Negotiate solutions to conflicts.
- Demonstrate politeness and civility.
- Demonstrate an ability to adapt to people and situations.
- Exhibit work ethics and behaviors essential to success.
- Set and prioritize goals and establish a time line for achieving them.
- Apply the problem solving process to complex problems.
- Demonstrate an ability to analyze the strengths and weaknesses of self and others.
- Design and justify solutions by tracking and evaluating results.
- Identify ways to build mutual trust and respect.
- Prepare a short- and long-term personal budget.
- Demonstrate punctuality and good attendance practices.
- Demonstrate initiative and pro-activity.
- Demonstrate an ability to communicate and work with customers to satisfy their expectations.
- Demonstrate an ability to follow and give directions. Demonstrate good reasoning skills which result in thinking first, then taking actions.
- Demonstrate integrity and honesty in dealings with internal and external customers.
- Demonstrate a commitment in completing work assignments accurately and in a timely fashion.
- Demonstrate an ability to satisfy the purposes of a delegated task.
- Demonstrate an ability to prioritize and manage time effectively in the workplace.
- Demonstrate enthusiasm for work.
- Demonstrate an eagerness to learn new responsibilities or improve current responsibilities.
- Demonstrate an understanding of the work to be accomplished.
- Demonstrate familiarity with a variety of technologies.